USAID's Girls' and Women's Education Activity

A Portfolio of Possibilities for Girls' Education, No. 1

ENHANCING GIRLS' EDUCATION THROUGH COMMUNITY SCHOOLS

Ash Hartwell

What is a Community School?

The names of the programs differ: Bangladesh Rural Action Committee (BRAC) Schools; Escuela Nueva; Nueva Unitaria; Community Schools; and Village-based Schools. In Bangladesh, Colombia, Guatemala, Egypt, Mali, and Malawi poor rural communities, with assistance from service organizations, have organized to provide quality basic education for their children. These schools are built within a community—however small—and serve the children of that community. They are typically characterized by local support and enthusiasm; by innovative partnerships among government**What are the Barriers to Girls' Education that Community Schools Overcome?**

In rural communities the distance from home to school is a significant barrier to girls' education.

[1] In rural areas in the poorest countries, where the greatest proportion of girls are out of school, community schools have had the greatest impact. Although many of the principles and practices could apply to poor urban settings, there are few cases where this has been tried.

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Although the physical distance may be only three to five kilometers, the walk involves leaving the protection of the family and the immediate community to cross fields and enter a larger, different community. The distance poses risks to the girl child, risks that many families do not wish to confront. The risks are not only in the daily journey, but also often at the hands of teachers or older boys at the school. The abuse and exploitation of school children, particularly girls, are a significant factor in their schooling and are far more likely when the children do not live in the same community as the teacher and the school. Even where the actual danger of abuse may be slight, cultural values of propriety prevent girls traveling unescorted far from home.

Other barriers that keep girls at home include:

- The family demand for girls' labor with younger children, in the family garden, carrying water, household cleaning, and chores.
- The cost of schooling, even when official policy provides "free" education, may be substantial. Parents often must pay for notebooks and pencils, for a school uniform, and for special contributions and fees—such as for sports and special events. Poor, rural families with many children often do not choose to spend what little money they have to pay school expenses for their girl-children.
- Many rural families and communities see schooling not as a means of gaining skills and knowledge that can contribute directly to the well-being of the child within the community but as a way of escaping the hard rural life and of obtaining work and riches in a town. This is generally seen as a more likely path for a boy than a girl. The cultural pressure for a girl is to find a good, early marriage.

  Thus it is that rural communities and parents relate to the school as a "foreign" institution over whose curriculum and staff they have no right or authority. If a girl tells her parents that the teacher is harsh or indifferent or the material confusing and unrelated to her daily life, her father and mother are likely to assume these conditions are normal and reprimand her for complaining.

  Rural parents, particularly mothers, generally have little or no schooling. Homes have no reading materials and there is no obvious need within the household for the child to know how to read or write or other knowledge schooling provides.

What are the Essential Elements of a Community School?

How is it that community schools overcome these barriers? What are the essential elements of community schools that make them successful in providing opportunities for girls? The elements below are not prescriptive, but illustrative of successful strategies.

- Community schools are provided in villages that do not have regular public schools because they are small, poor, or disadvantaged.
- The community is consulted through a process that respects its beliefs, its culture, and its aspirations for its children. Methods are used that enable different voices within the community (elders and leaders, women, men, children, property holders, etc.) to assess the current

situation and expectations and to develop a common purpose related to children's well-being and education.

- The community organizes itself through a committee to establish a school: the committee renovates existing facilities or builds new structures for classes. In most programs external assistance supports the preparation of classroom facilities, but the community contributes substantially and "owns" the school.
- The school committee consults with organizers and the ministry of education to determine the daily, weekly, and annual schedule. Community schools provide at least as much instructional time as do public schools, although the time frame is often different.
- Teachers are recruited locally, with the school committee involved in the selection of the teachers. In many community schools, the teachers are young women drawn from the immediate area and known to the community. The criteria for recruitment and selection emphasize character and motivation as well as formal education. The young women teachers become role models for the girls in the village.
- Teachers are provided practical, hands-on, preservice training, learning through child observation and interaction. They are then provided regular, initially weekly, in-service training and supervision to develop their skills and knowledge. Teachers are grouped within schools and between schools so that they share their problems and successes. The quality and quantity of supervision and hands-on training distinguish community schools from typical government schools in poor countries.
- The content and processes of learning are related to the child's environment, culture, and experience, with emphasis placed on mastery of basic literacy and numeracy. Much attention is focused on establishing a quality learning environment. This includes generous amounts of engaging learning materials; the design and organization of furniture that supports group learning; the use of children's writing and art in the classroom; active methods engaging children in group projects both within the classroom and in/with the community; and the use of school councils and children-run committees.
- The communities and the schools are supported through an organization—often a nongovernmental organization (NGO)—which provides training, materials, supervision, and management in collaboration with government services. The community schools are seen as: i) pilot efforts that the public school system may ultimately incorporate; or ii) ongoing private schools that receive public financial support.
- The program provides staff to work with the community, particularly the school committee, to seek continual linkages between the school and the resources, interests, and concerns of the parents and community.
- The financing of community schools seeks to place little burden on parents. For example, in one program parents who are not able to afford fees are supported through a community fund managed by the school committee.

The most successful community schools are those where core values are clearly articulated and

practiced, as illustrated in the following Egyptian program:

EXAMPLE: CORE VALUES

- Children come first: our purposes and actions should always be seen in relation to the well-being and learning of the children.
- The teacher is a learner as is the child.
- Supervisors and managers are NOT the experts: they support the teacher, who supports the child.
- We build on strengths not weaknesses: our starting point is what the child knows, what the teacher can do, NOT what she can not do.
- We work in teams, supporting each other, to improve pupils' learning.
- The focus of change is the relationship between the teacher and the children and the children's learning. Thus we must strive constantly to understand better and know what the child is learning: skills, personal growth, and social relations.

How can you organize Community Schools?

The concepts and elements that define community schools reflect sound development theory and research on learning. The assurance that this approach to improving girls' access to quality education must be at the root of a successful initiative. The first criterion for any program aiming at social transformation is committed leadership.

Leadership, commitment, and charisma

An examination of the successful experiences in introducing the community-school approach reveals the critical role of local leadership: one or more persons who are well grounded in the practice, if not the theory, of educational reform and social change, who are well placed to organize political support and resources, who have the power of persuasion, and who have a deep commitment that can withstand disappointments and contrary pressures.

Local design, sensitivity to local conditions and culture

All of the principles, elements and practices described here have worked in one or more settings. It does not follow that they will work in different settings, with unique cultural, religious, social, and political characteristics. Successful community-school programs grow from the culture and the people they serve, drawing on experience from other settings when appropriate. This holds true for expansion to new communities within a country as it does for different countries.

Roles of key organizations and actors

The management framework for each program will reflect national regulations and historical experience in the establishment and recognition of schools and the negotiations between the public author-

ity—a ministry of education—and the organization(s) taking the initiative for creating community schools. What is vital is that there is an initial understanding of all parties about the roles and resources that each are to provide to ensure that the schools can function and will be sustainable. If there is external financing and resources involved, there must be understanding about how, over time, those resources can be provided locally.

The management framework for community schools will typically involve specifying functions and responsibilities of four stakeholders: the initiating organization; the ministry of education; one or more NGOs; and the communities. One configuration that has worked is illustrated below:

Start-up sequence

The successful start-up of community-managed schools has been characterized by starting small with a few committed communities and growing from initial successes by: i) increasing the number of capable, committed teachers, supervisors, technical staff, and managers; and ii) having a widening body of supporting allies within the political sphere and the ministry of education. The establishment of a policy environment in which ministry and local officials view the project with favor is essential. This requires a considerable investment of time and effort by the project leadership in: i) engaging in community dialogue and selection; ii) examining how regulations, financing, and management will support and not undermine the initiative; iii) ensuring that all key actors view the program as a collective effort to provide quality learning for children, and especially girls. The following sequence illustrates a time-line for start-up, leading to an annual cycle for expansion:

Roles of Organizations in Community Schools

Initiating organization	Provide technical leadership in the design and implementation. Organize and finance: - consultants, - contracts with NGOs to manage the project, - specifications for school facilities, furnishing and equipment, - staff training (of ministry of education and NGOs), - supplementary instructional materials for teachers and children, - the design for the assessment of pupil learning and project evaluation.
Ministry of Education	Provide the policy guidelines that legitimize the community schools. Provide financing for: - teaching staff, - instructional materials and supplies. Provide guidance and assistance on curriculum objectives and approaches. Participate in training, supervision, and evaluation.
NGO(s)	Manage the community schools within each district: - appoint management and technical staff (manager, trainers, supervisors, community liaison staff, carpenters, materials developers), - consult with communities, select communities, work with communities, - organize preservice and ongoing training and support to communities and teachers.
Communities	Establish a school committee to guide the school's development. Consult with parents to ensure full participation. Provide land and classroom facilities (renovating or building if necessary) (Seeking support of local authorities where necessary). Participate in the selection of school staff. Support the school's development and maintenance.

Timeline for Start-up of a Community School

Time frame	Actors	Activities
Months 1-4	Initiating organization Ministry of education NGO	-Establish policy space -Finance project -Establish working policies -Establish contracts -Recruit/appoint core staff -Identify locations, communities -Initiate dialogue with communities
Months 4-8	Communities NGO Initiating organization	-Communities establish committees, prepare plans and facilities -Consult with parents, recruit pupils -Select teachers, preservice training -Build furnishing, prepare instructional materials
Months 8-12	Communities NGO Initiating organization and MoE	-Schools begin operation -Management system in place -Training/supervision ongoing -Begin second cycle of identifying new communities/partners

Mobilizing Community Support

One of the most successful programs to engage communities in supporting girls' education is in Balochistan, in northern Pakistan. Beginning with a pilot project in 1992, in three years the program established 200 new community girls' schools in remote rural villages where there was no government school and no tradition of parental involvement in schools. All girls in the majority of the villages are enrolled, with high attendance rates. The following process was used to achieve this result:

COMMUNITY SCHOOLS IN BALOCHISTAN

To begin the participatory process, community workers go door to door, urging parents to form an association. In each of the villages, education committees are created. They are responsible for selecting a site for the school, identifying potential teachers, and monitoring teacher attendance and student enrollment.

A local girl, educated at least to eighth grade, is identified and trained as a teacher for each school. After she demonstrates her commitment by teaching for three months on a voluntary basis, mobile teacher training teams are sent to her village to provide intensive three-month pedagogical training. The onsite training is provided because cultural values prevent girls from traveling afar. Following the training, the teacher becomes a government employee. Government rules that normally require teachers to have matriculated are waived to accommodate the program.

At the project preparation stage, when the pilot was tried, there was no way of knowing whether the approach would succeed. The success of the pilot led to the government's full acceptance and ownership of the program. The government is now funding it on a province-wide basis using a credit from the World Bank.

(from Colletta and Perkins 1995)

Managing for quality

In many development and educational reform efforts, those who are responsible for management and supervision have an inflated and dysfunctional view of their importance and role. Successful community-school programs view the supervisors and managers as support staff to enhance the role of the teacher in supporting the children's learning. It is this model of turning the organizational hierarchy on its head that is responsible for effective learning by all staff and the children. The following guidelines have been developed in Egypt for informing management practice:

MANAGEMENT GUIDELINES

The concept and practice of service to others—in the first instance the service of the facilitator to assist children to develop capacities required for individual and social progress—is the guiding motto of all supporting, administrative, and management services.

Empowering staff means to support their contribution to program design and the solution of problems. The project is designed to support the **creation** of solutions during implementation.

The solutions must help children learn to become fully literate. The solutions must be results based.

Take the time necessary for staff to reflect, analyze, learn, and take ownership of the solutions.

Improving instruction requires: i) reconceptualizing curriculum objectives as given in the syllabi; ii) developing appropriate instructional materials—much of this is done locally; iii) developing regular, systematic assessments of learning; and iv) developing new roles for supervision.

The heart of the program is the process of organizational and staff learning. The program's methodology reflects this by involving participants in:

i) conducting research and investigations to identify need/opportunity;
ii) initiating interventions as experiments and monitoring these;
iii) reviewing and evaluating the interventions as an ongoing process; and
iv) keeping detailed, structured, and systematic records of the process.

A goal for the program is to create leaders of system change based on experience and learning. The leaders are those who have experienced and contributed to improvements and are enthusiastic advocates for this. They are the resource persons for the program expansion. They include facilitators, support staff, and resource persons.

Staff involved in the program receive recognition that reflects the national policy intent to improve basic education for girls. The recognition may be coverage in the national media, recognition from the minister, or interest from universities.

Allies and partners who contribute to and help advocate the program processes are cultivated. These include university resource persons, local council leaders, religious leaders, education officials at local levels, and other NGOs.

Expansion

It is possible to create excellence on a small scale, but it is extraordinarily difficult to "scale up" so that the intervention has an overall system impact. This critique is also true, in the majority of cases, for the good work that has characterized community schools. Except for Colombia and Bangladesh (*Escuela Nueva* and BRAC schools), no other countries have seen community-school programs expand to a national level. What does it take?

When the program is viewed by key stakeholders as a catalyst to advance education reform policies and when it demonstrates on a small scale that girls' learning can be provided effectively at a reasonable cost, ministry and local officials can become advocates rather than detractors. The program initiates a process of engaging key stakeholders in the development and review of experience and results. Involvement of stakeholders requires significant time and effort from project leadership.

Expansion of a community school program—from 10 to 20 communities to hundreds, and then thousands of communities—is a major challenge for management. Expansion can be sustained only by decentralizing authority while ensuring that the original principles and core values continue to inform management practices. Field conferences and onsite study tours can be used to insure continuity and consistency with the original principles and values.

FIELD CONFERENCES AND SEMINARS

One year after the opening of the first community schools in Egypt, a major field conference was organized to mark the opening of new schools in 18 communities. The conference presented the experience and principles used in the first year to more than 200 participants, including leaders from the Ministry of Education, heads of central education training centers, the governor of the province, leading Egyptian NGOs, representatives from district and local authorities, and university leaders. The event featured presentations by communities, a video of progress, children's presentations, and visits to school sites. It provided a chance for key leaders to examine the implications of the community-school approach for enhancing children's, and especially girls', access to quality basic education.

A second activity was a series of study tours to community schools for key Ministry of Education and NGO leaders from the national and regional level. Each study tour involved approximately 15 persons and took place over a four-day period. Each group arrived on an afternoon and began by hearing a presentation and seeing a video on the project. The group then divided into four teams, and each team spent two days visiting a community with a school. The group met with the school committee, observed classes, spoke to parents, and interacted with teachers and pupils. On the fourth day the teams came together and participated with teachers in a training session, where they were invited to contribute to the self-evaluation and review process that characterized the training.

In Ecuador and Egypt the starting point for training of teachers and support staff in a new community is a visit to an existing community school. Teachers are best able to assume new behaviors after visiting an outstanding demonstration school, checking how concrete problems are solved and learning from experienced teachers how to organize the classroom. New teachers are paired with experienced teachers and learn how to manage the classroom through an apprenticeship. Likewise, community liaison workers and supervisors are drawn primarily from those teachers who show interest and talent for these roles and who become apprentices to those who are doing them well.

The pairing of new and experienced teachers recognizes that the greatest resource for expanding good practice is the people who have become skilled and committed at existing sites. The project overstaffs at the early stages—with two teachers per class and with a high ratio of supervisors to teachers—so that during expansion existing sites will not be short-staffed as experienced staff help new communities establish schools. Demonstration schools and classes and exemplary supervisory and management practices become the key elements in the change-and-expansion strategy. Their role in ensuring good practice during an expansion cannot be overemphasized. The demonstration schools are where beginning teachers can see skilled teachers practice and are a source of ideas, research, and best practices. They are places where key understandings and practices are continually evolving. For this reason they are used for study tours to demonstrate team work and experimentation.

What does it Cost?

The costs of community schools must, if they are to survive, be comparable to the costs of public schools. In most cases where community school programs have taken hold and expanded, this has been the case, although the structuring of costs is often different than for government schools. From the experience with community schools in Ecuador, Egypt, Bangladesh, and Pakistan, educators can learn that it is economically and educationally feasible to establish high quality, publically supported schools in poor rural areas. Although per pupil costs in the community schools tend to be between 10 and 25 percent higher than in public schools, reduced repetition and drop-out and increased achievement mean that the community schools are more efficient and cost-effective.

To establish comparability with government schools there are three categories of costs that must be examined.

> **Start-up costs** are defined as the costs necessary to establish a school at a new site. For the community schools this includes identifying and surveying areas and communities; conducting community consultations; providing the land, materials, and labor to build or renovate a new school/classroom; recruiting and training teachers and support staff; and providing school furnishings and libraries.
>
> **Base recurrent costs** such as teacher salaries, instructional materials, maintenance of facilities and furnishings, and administrative and supervisory costs. One of the differences in the cost structure of community and government schools is that in community schools a higher proportion of recurrent costs goes to instructional materials, supervision, and in-service professional training than in government schools (where typically as much as 90 percent of recurrent expenditures are for staff wages). Since teachers at the community schools are gen-

erally not so highly educated and do not have high professional qualifications, the expenditure on wages is lower than for government schools.

Development recurrent costs are defined as the costs required to establish a knowledge base, build organizational and personal capacity, and develop political, technical, and bureaucratic support. At the outset of a community schools' program it is necessary to conduct exploratory field research, use local and international consultants to adapt prior research and experience to local contexts, and put considerable effort into planning, and field testing with communities, staff, children, NGO partners, and the ministry of education. To gain the necessary political, financial, and bureaucratic support, a significant effort must go into consultations, advocacy, and networking. All of this necessary work can be defined as the program's research and development phase. At the outset of a program it represents the major share of expenditures. For long-term growth expenditure on development recurrent costs should represent at least 10 to 15 percent of all recurrent expenditures.

The financing of community schools takes many forms, but most depend on a higher level of contribution for construction and maintenance from the community than do regular public schools. Also, in all the cases cited in this study, NGOs receive funds to manage programs through external agencies.

How do you do it? Implementation Guidelines

The following guidelines serve as a checklist for implementing a community schools' program that will achieve increased girls' participation in quality basic education. There is no blueprint for establishing effective community-managed schools. The points made here reflect experience and research in a variety of settings and countries but must be adjusted to local and national political, economic, social, and cultural contexts. It is therefore essential in initiating a community-school program to see it as a learning experience. It is necessary to be committed to the goals of social change for the community and a quality learning environment for children, but it is essential to remain flexible on the approaches to achieve these goals. Starting small to maximize learning and building support systems as the program expands works best.

- Target locations and populations that are least served, namely girls in rural communities outside the catchment area of regular schools.
- Select communities that select themselves, following a process of consultation. This establishes mutual respect and an equal relationship because the communities select the program as much as the project selects the communities.
- Work in collaboration with the community, local NGOs, and with the ministry of education in the design, establishment, management, and operation of the community-school program.
- Maximize the community's contribution and the use of local resources, including staff, as a way of building local capacity.
- Place the emphasis on learning from experience, rather than preset solutions and on developing the process of reflective self-assessment and problem-solving. This means putting emphasis on continuing in-service professional development of all staff.

- Achieve educational quality by using active, child-centered learning methods, creating a literate environment, involving parents and community in school activities, focusing on essential skills of literacy and numeracy and their application within the community.
- Emphasize the assessment of learning achievement, using simple methods to observe and record children's growth in skills and knowledge, based on the national curriculum framework.
- Continually widen the program's network of resource persons, trainers, and allies as a strategy for building regional and national capacity to develop the program.
- Start small, expand organically (exponentially by doubling), using those who have gained vision and skills through experience as the resource persons for the next stage of expansion.
- Ensure that unit costs are sustainable and that whatever is introduced can be replicated. Ensure strong, effective management of the program.
- Use the program's experiences, problems, and successes to engage in policy analysis and dialogue with government at local, regional, and national levels.

Conclusion

Experience in underserved rural areas of diverse countries such as Pakistan, Guatemala, Egypt, Bangladesh, and Colombia demonstrates that community-managed schools, supported through NGOs and the public sector, can provide girls with high quality basic education, equivalent to or better than public schools, and at a comparable cost. For community schools to be successful, those who organize the program need to manage some key processes and elements effectively.

- Seek program leadership that is deeply committed, technically grounded in processes of social change and quality educational practice, and respected by key stakeholders.
- Engage in dialogue and analysis with the community to determine the principles, direction, responsibilities, and resources needed for the school.
- Ensure that there is consensus among key constituents in the community that establishing the school is their decision. The choice should be a conscious act of self-selection.
- Establish dialogue and agreement among the key actors and the public authority responsible for basic education at both national and district levels concerning strategic purpose, roles, resources, and responsibilities.
- Organize instruction to be informed by the research and experience on creating effective learning environments. Concepts and practices that should be included are: the teacher as learner and facilitator of children's learning, rather than the sole source of knowledge; active learning and group projects in the classroom and in the community; diverse, engaging learning materials; furniture and classroom organization that support group learning; use of children's writing and art in the classroom; use of student-run councils and committees.

  Provide ongoing training, supervision, and management support to the teachers and to the community (particularly the school committee) using group problem solving as the technique for addressing problems and challenges.

Engage key persons continually in program development, using field seminars and hands-on experience to widen the circle of allies and friends in the ministry of education, universities and teacher-training institutions, the political arena—particularly at the local and regional levels—and other NGOs.

Sources of Information

The research and descriptive materials on community schools from which this account was drawn are:

Colombia

Schiefelbein, Ernesto (1991). *In Search of the School of the XXI Century: Is the Colombian Escuela Nueva the Right Pathfinder?* Santiago: UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) and UNICEF Regional Office for Latin America and the Caribbean.

Poor quality basic education has long-range consequences at a time when economic growth and democracy require high-quality education. However, most attempts to improve quality in Latin America and the Caribbean have failed. A major overhaul of basic education, in fact a new school and teaching model, is required to deliver the quality required for the 21st century. An extensive review suggests that the Colombian *Escuela Nueva* (EN) is the most promising model for experimenting with adaptation in other countries of the region. The EN program evolved over the last 20 years and now is in operation in 18,000 of Colombia's 20,000 public rural schools.

Egypt

Hartwell, Ash 1995. *The Evaluation of the Community Schools Project.* Cairo: UNICEF.

In many of the "esbah" or hamlets of Upper Egypt, there are few services. Schools are far away and parents are reluctant to let their children, particularly girls, walk long distances on their own. Fewer than 10 percent of the girls in these communities attend public schools. In 1992, UNICEF in partnership with women's NGOs, local communities, and the government established what are known as community schools. The project was guided by research and knowledge on child learning, community participation, and evolving capacity. It began in four communities and presently serves some 3,000 children, of which 2,000 are girls, in over 100 villages. The schools are run by the community. The facilitators are young women recruited locally and involved in a continuous process of personal growth and learning. The project's purpose is to influence policy dialogue by engaging decision-makers, at all levels, in a process of learning from and building on positive, concrete experience. The evaluation demonstrated that children in community schools have higher learning achievement than children in government schools; that communities are actively engaged in supporting the schools; and that the project is stimulating positive policy dialogue and focus, particularly supportive of girls.

Hartwell, Ash 1997. *The Assessment of Pupil Learning in Egyptian Community Schools: A Strategy for Improving Pedagogy.* Paper presented at the Comparative and International Education Society Conference, Mexico City.

Within a child-centered pedagogy used in community schools of rural Upper Egypt, a method of pupil assessment, based on observation of pupil competency rather than on class tests, has been developed. Within this model the teacher's task is to help the pupil evaluate his or her own progress and to plan and complete appropriate learning activities. Facilitators have developed and

applied a set of Indicators of Pupil Achievement in academic areas (reading, writing, mathematics, general science, and art/crafts) and in social relations. This system of individualized, continuous assessment is informed by a framework of clear instructional objectives, a method of observing and noting pupil competency, and an information system to track learning achievement at pupil, class, school, and program levels.

Zalouk, Malaak 1995. *The Children of the Nile: Community School Projects in Upper Egypt.* Paris: UNESCO. Education for All Innovation Series, No. 9.

Malawi

Hyde, Karen A., et al. 1997. *Village-Based Schools in Mangochi, Malawi: An Evaluation.* Washington: D.C. Institute for Policy Reform.

This evaluation of four village-based schools in Mangochi district of Malawi was designed to assess the effectiveness and sustainability of an innovative community-school model run by Save the Children Federation (USA). Using a variety of techniques, student tests, parent interviews and focus groups, teacher and head teacher interviews and classroom observations, the schools were compared to government schools in the same geographical area on a number of dimensions, principally student achievement, community and parental involvement, teacher effectiveness, and costs. The village-based schools were generally rated higher than the government schools on all measures.

Mali

Muskin, Joshua A. 1977. *An Evaluation of Save the Children's Community Schools Project in Kolondieba, Mali.* Washington, D.C.: Institute for Policy Reform.

With universal basic education beyond the means of public financing for many countries in Africa, they are looking increasingly to local communities for participation and support. Mali's community school project, supported by USAID and Save the Children Federation, uses local school management, local teachers and teacher training, local language instruction, and parity in girls' participation. The level of learning in the community schools matches that in government schools in arithmetic and is better in reading and writing of the local language. Even with these favorable results, there are a number of issues such as teaching and learning in French in upper grades, teachers' remuneration, and school committee's span of responsibility that need to be addressed before the approach can be expanded on a large scale.

Velis, Jean-Pierre 1994. *Blazing the Trail: The Village Schools of Save the Children USA in Mali.* Paris: UNESCO. Education for All Innovation Series, No. 4.

Pakistan

O'Grady, Barbara 1995. *Teaching Communities to Educate Girls in Balochistan.* Washington, D.C.: Academy for Educational Development.

General

Colletta, Nat and Perkins, Gillian 1995. *Participation in Education.* Washington, D.C.: Environment Department Papers, World Bank.

Rugh, Andrea and Bossert, Heather 1998. *Involving Communities: Participation in the Delivery of Education Programs.* Washington, D.C.: ABEL Project, Creative Associates International, Inc.

This document is one of a series in the Portfolio of Possibilities for Girls' Education. *The first six papers in the portfolio, coordinated by Archer Heinzen, Ph.D., are being published on the occasion of the International Conference on Girls' Education in May 1998. They are:*

- Enhancing Girls' Education through Community Schools
- Girls' Scholarship Programs
- A Media Intervention Model for Girls' Education
- Mentoring Programs: An Approach to Improving Girls' Participation in Education
- Improving the Physical Environment in Support of Girls' Education
- Using Incentives to Improve Girls' Participation in School

Documents in progress include:

- Girls' Clubs
- Programs for Out-of-school Girls
- Social Mobilization for Girls' Education
- Teacher Training in Support of Girls' Education

Anticipated future titles include:

- Enhancing Girls' Education through Multigrade Schools
- Child Care Programs in Support of Girls' Education

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